Collaborative Academic Program Arrangements Procedure

Section 1 - Purpose and Scope

(1) This Procedure enacts the Collaborative Academic Program Arrangements Policy and outlines the processes and requirements for the management of collaborative academic program arrangements.

(2) This Procedure applies to all:

a. undergraduate and postgraduate coursework programs and courses, and
b. higher degree by research (HDR) programs.

Section 2 - Process and Key Controls

(3) Collaborative academic program arrangements may be delivered within Australia or another country with one or more partner institutions (normally higher education institutions). Selection of partner institutions must consider the principles and requirements set out in the Collaborative Academic Program Arrangements Policy. The partner institution may provide facilities and/or teaching staff and/or an online component (which may include curriculum) for the program.

(4) Collaborative academic program arrangements with a partner institution external to UQ are subject to the approval requirements set out in this Procedure, and must be documented by an agreement in accordance with:

a. Delegations Policy and associated procedures and Schedule of Contract Delegations and Sub-delegations, and
b. International Agreements Policy and Procedure where it involves an international partner.

(5) Documentation is to be developed consistent with the requirements of these policies and procedures and within the context of the University's Enterprise Risk Management Framework Policy.

(6) A collaborative academic program arrangement may involve the University acknowledging the partner institution on a UQ award testamur. The final form of a UQ award testamur is approved by the Academic Registrar.

(7) Other key controls that support collaborative program arrangements include:

a. Credit and Recognition of Prior Learning Policy and Procedure
b. Program Approval Procedure
c. Annual Programs, Plans and Courses Quality Assurance Procedure
d. Academic Program Review Procedure.

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Section 3 - Key Requirements

Types of collaborative academic program arrangements

(8) The types of collaborative academic program arrangements listed below are not exhaustive or limiting. Non-standard collaborative agreements should follow the relevant approval requirements:

Arrangements involving program offerings

Type	Description	Approval requirements
Transnational education (TNE)	The marketing, enrolment processes and delivery and/or assessment of programs and/or study in a country other than Australia, by UQ, where delivery includes a face-to-face component, regardless of whether the education and/or training leads to a UQ award. TNE arrangements may include twinning, joint awards or double degree programs.	Proposals involving an international partner are subject to the International Agreements Policy and Procedure, and must demonstrate relevance to UQ's Global Strategy and Strategic Plan. Proposals are subject to the Program Approval Procedure, and must: • undertake business planning and risk management analyses requirements; and • address the key academic quality assurance principles set out in this Procedure. Proposals for the use of a dual-badged testamur in a program are approved by the UQ Senate, and are also subject to the following criteria: • the partner institution is recognised internationally as an institution of high quality; and • the program is of such standing that it would enhance the University's reputation.
Twinning	UQ programs offered in conjunction with a partner institution in which UQ enrolled students undertake specified studies in a UQ program at the partner institution. The remaining requirements of the program are completed at UQ and the student receives a UQ award. These programs may be registered with the partner institution's in-country regulatory authority as an Australian twinning arrangement. The specific courses undertaken at the partner institution are normally offered/developed by UQ and both the partner institution and UQ provide the teaching staff. UQ is responsible for quality assurance of the overall program, although the program is jointly administered by UQ and the partner institution. Students are normally enrolled as UQ students, although they may be concurrently enrolled as students of the partner institution.	
Joint awards or double degree programs	Joint awards involve the awarding of a single qualification that is jointly conferred by UQ (based on study at UQ and credit for study undertaken at the partner institution) and a partner institution and is recognised within the Australian Qualifications Framework. The arrangements for awarding the degree may include: • Joint award of a degree, whereby each institution awards a degree for the same program of work. An appropriate notation can be made to this effect on the UQ testamur and can be clearly specified in the agreement between UQ and the partner institution. • Dual badging of a degree, whereby UQ or the partner institution awarding the degree recognises the involvement of the other institution by inclusion of their crest (or other device) on the testamur. Double degree programs (collaborative double degree program or dual award) are programs of study that result in two separate awards being conferred (one from UQ and one from the partner institution) and are usually completed in a shorter timeframe than if completed separately.	
Higher Degree by Research Mobility	Opportunities for strategic collaboration for the research training and supervision of higher degree by research (PhD and MPhil) students with a partner institution in another country. Arrangements may include: • Exchange – the mobility of higher degree by research candidates for up to 12 months between partner institutions. • Collaborative supervision – means a doctoral research project jointly supervised by UQ and a partner institution, where the candidate spends a minimum time, equivalent to the total of 1 year over the course of their program, enrolled at either UQ or the partner institution (host institution). • Joint PhD (including Co-tutelle) – the joint award of a PhD from both UQ and a partner institution. Students are regulated by an individual agreement outlining the specific terms and conditions of their Joint PhD program.	

Arrangements involving recognition of prior learning (RPL) for the purposes of admission and/or credit into a program

Type	Description	Approval requirements
Articulation	Articulation arrangements facilitate the progression of students from a partner institution (domestic or international) to UQ. Articulation involves the recognition of a completed or partially completed award of a partner institution for admission to a UQ program, or through the transfer of specified credit to a UQ award. Although UQ is not responsible for the curriculum or teaching courses in the partner institution's award, the University assures the quality of students by exercising control over the credit transfer and admission to its award. This may involve undertaking regular visits to the partner institution and/or regular reviews of the partner institution's curriculum. UQ also maintains control over marketing the pathway arrangement.	Proposals are subject to the Credit and Recognition of Prior Learning Policy and Procedure and the administering faculty's processes for RPL assessment and quality assurance as determined by the Executive Dean or Associate Dean (Academic). Proposals involving an international partner are subject to the International Agreements Policy and Procedure, and must demonstrate relevance to UQ's Global Strategy and Strategic Plan.
Credit transfer	A student is granted specified or unspecified credit for a number of units towards a UQ award based on previous formal study or recognised prior learning. The type of credit transfer granted depends on the program requirements and the structure of an individual program.	
Advanced standing	A type of credit transfer, whereby a student may be exempted from having to undertake parts of a program based on previous study at a partner institution. The student enrols in the partner institution's program and undertakes its courses. Students may apply for admission to a UQ program, transferring at the same award level. UQ is not responsible for curriculum or teaching courses at the partner institution. UQ assures the quality of students by exercising control over the credit arrangement. UQ also maintains control over marketing the arrangement.	
University student exchange programs	Students enrol in courses at a partner institution through: • A university-level student exchange program that supports two-way flow of students between UQ and a partner institution • A faculty-level student exchange program that supports two-way flow of students between a specific faculty of UQ and a specific faculty of a partner institution • Higher degree by research mobility (collaborative supervision, joint PhD and research exchange) In the case of university-level student exchange programs, there is an underlying assumption that there will be on average an equal number of inbound and outbound students between the two institutions, hence students enrolled in an exchange program are not required to pay tuition fees at the partner institution.	Proposals involving an international partner are subject to the International Agreements Policy and Procedure, and must demonstrate relevance to UQ's Global Strategy and Strategic Plan. Granting of credit to UQ students for learning completed at the partner institution is subject to the Credit and Recognition of Prior Learning Policy and Procedure and the administering faculty's processes for RPL assessment and quality assurance as determined by the Executive Dean or Associate Dean (Academic).
Study abroad programs	Programs where incoming students from an accredited university overseas, enrol as non-award students at UQ for one or two semesters/research quarters on a tuition-fee-paying basis.	
Study abroad initiatives	UQ students may undertake short-term experiences such as study, work integrated learning, work experience or volunteering/community-based learning.	

Business planning and risk management analysis for collaborative academic program arrangements

(9) The following criteria must be addressed and documented during the business planning and risk assessment analysis phase of developing collaborative academic program arrangements involving program offerings:

(10) Evidence of demand for the program must be provided.

(11) The management structures and roles and responsibilities for the collaborative program offering must be clearly defined.

(12) Faculty processes for managing quality assurance arrangements for such program initiatives must be clearly articulated, including clear identification of the Faculty officer responsible for managing the academic quality

assurance arrangements detailed in this Procedure and those Faculty committees which will have responsibility for overall review and management of the quality of the program.

(13) The financial viability of the program must be assessed, and all direct and indirect overheads costs of the program must be covered by revenue from the program. Costing and fee details including the fee split, management fees or royalty payment, responsibility for covering expenses/loss, etc. must be clearly documented in an agreement.

(14) Responsibility for marketing, advertising etc in Australia and overseas, including the use of logos (i.e. joint badging for marketing purposes) must be clearly delineated. Marketing materials and collateral used in the marketing of the course/program is to be subject to prior approval by the University.

(15) Proposals must demonstrate that University and third-party intellectual property will be protected and observed.

(16) Proposals must consider how applicable copyright licences/agreements will regulate the creation of teaching resources and determine the access status of staff and students from the partner institution.

(17) All formal agreements must include a predefined review period(s) and a termination clause per the University's International Agreements Policy and Delegations Policy.

Quality assurance principles for managing collaborative arrangements involving program offerings

(18) Faculties must establish, manage and review quality assurance arrangements for all collaborative program offerings.

(19) The following academic quality assurance principles are to be addressed during the development of collaborative academic program arrangements involving program offerings:

a. Satisfaction of the requirements as set out in the Program Design Procedure, noting that part of this process is to ensure appropriate consultation with relevant stakeholders, including the University Librarian and Director, Learning Services, and other service providers.
b. The University retains control over courses and programs (wholly or partly) offered in its name. Such courses/programs are subject to the following University policies (including but not limited to):
    i. Admission Policy
    ii. Enrolment Policy
    iii. Credit and Recognition of Prior Learning Policy
    iv. Assessment Policy
    v. Program Design Policy
    vi. Course Design Policy
    vii. Programs, Plans and Courses Quality Assurance Policy.
c. University courses/programs are to be taught by persons approved by the University. It is important that the University satisfy itself that teaching staff not in its employ demonstrate the appropriate standards of expertise and qualifications through involvement in staff selection and monitoring processes and continued monitoring of staff performance.
d. Where a program is taught off-campus, evidence must be provided of the availability and quality of the necessary infrastructure to support the program and courses (e.g. library and other facilities) and the students studying in that program (this would also apply to "e" or electronic offerings). The University must be able to satisfy itself that such facilities available to enrolled students are satisfactory for the pursuit of the program.
e. Where a program is taught off-campus or in a country other than Australia, the University must ensure that the quality of the student experience is comparable to the on-campus student experience. That is, proposals must clearly demonstrate the measures that have been put in place to ensure that the off-campus program student experience remains comparable to the on-campus program, including the arrangements that have been put in

place for student orientation and induction, and arrangements for monitoring and measuring student experience and satisfaction.

f. If, for any reason, an agreement should be terminated while students are enrolled in the program, the University will be responsible for ensuring that these students have an appropriate opportunity to complete their studies. Principles for transition and teach-out arrangements are set out in the Program Approval Procedure.

g. In entering into any collaborative arrangement with third parties, UQ will take all reasonable steps to minimise the constraints imposed by such arrangement on the freedom of speech or academic freedom of any UQ staff or student carrying on research or study under the arrangement.

Section 4 - Roles, Responsibilities and Accountabilities

Role	Responsibilities and accountabilities
Vice-Chancellor	Exercises delegated authority from Senate to approve new programs and program discontinuations.
Pro-Vice-Chancellor (Global Partnerships)	Approves proposals to enter into or renew an agreement with an international partner per the International Agreements Policy and Procedure.
Deputy Vice-Chancellor (Academic) Deputy Vice-Chancellor (Research and Innovation)	Makes recommendations to the Vice-Chancellor on proposals referred by the Academic Board for approval and assures they align with the University's academic and strategic priorities.
Committee for Academic Programs Policy (CAPP)	Reviews the academic and quality assurance aspects of program proposals, and ensures the requirements set under relevant University policy and/or procedures are met before they are referred to Academic Board for advice and recommendation.
Higher Degree by Research Sub-Committee (HDRSC)	Reviews the academic and quality assurance aspects of program proposals for higher degree by research programs in conjunction with CAPP, and ensures the requirements set under relevant University policy and/or procedures are met before they are referred to Academic Board for advice and recommendation.
Executive Dean	Overall accountability for the academic programs offered by the faculty and its coordinating units. Oversees quality assurance processes for those offerings in consultation with the Associate Dean (Academic) and the heads of coordinating units.
Associate Dean (Academic)	Oversees RPL assessment and quality assurance processes within the faculty.
Dean, Graduate Research School	Overall accountability for the Higher Degree by Research (HDR) programs owned by the Graduate Research School. Oversees quality assurance processes for those offerings in consultation with relevant faculties.
Academic Registrar	Approves the final form of a UQ award testamur.

Section 5 - Monitoring, Review and Assurance

(20) Faculties are responsible for monitoring and review of collaborative academic program arrangements, pursuant to one or more of the following requirements:

a. For arrangements involving program offerings:
    i. Annual Programs, Plans and Courses Quality Assurance Procedure, and

ii. Academic Program Review Procedure.

b. For arrangements involving recognition of prior learning:
   i. consistent with the Credit and Recognition of Prior Learning Policy and Procedure, arrangements and associated precedents recorded in the UQ Credit Precedent Database are reviewed every 3 years, or earlier where appropriate (e.g. to align with the review provisions of an agreement, or accreditation purposes).

c. For arrangements involving international partners:
   i. International Agreements Policy and Procedure

d. Provisions for monitoring and review that are set out in the agreement which documents the collaborative arrangement.

(21) The Committee for Academic Programs Policy is responsible for reviewing this Procedure as required and monitoring University-wide compliance of UQ's programs.

Section 6 - Recording and Reporting

(22) Design features and structural details relating to all programs offered by the University are published in the Programs Catalogue.

(23) Faculties are responsible for maintaining records of agreements and proposals initiated through the Program Approval Procedure in accordance with the Information Management Policy.

(24) Records concerning a person's admission or enrolment are filed in the applicant/student's record in the University's official records systems. If necessary, student data may be shared with a partner university for the purpose of student administration, subject to the University's Privacy Policy, Privacy Management Procedure and the Data Handling Procedure.

(25) Where feasible, precedents from credit involving formal learning are recorded in the UQ Credit Precedent Database.

(26) Executive Deans shall provide reports on arrangements administered by their faculty to the Deputy Vice-Chancellor (Academic) or nominee as required.

(27) The Dean, Graduate Research School shall provide reports on arrangements administered by the Graduate Research School to the Deputy Vice-Chancellor (Research and Innovation) or nominee as required.

Section 7 - Appendix

Definitions, Terms, Acronyms

Term	Definition
Associate Dean (Academic)	The relevant Associate Dean (Academic) of the faculty administering the program. For course-level details and non-award study, the Associate Dean (Academic) of the faculty administering the course.
Academic Program	Sequence of study leading to the award of a qualification such as an undergraduate degree or diploma, and/or postgraduate coursework qualification. In the case of a UQ program, the University remains accountable for the program (wholly or any part of) including for quality assurance and verifying compliance with the University's obligations under relevant legislation and regulatory frameworks.

Term	Definition
Collaborative academic program arrangement	An arrangement with an external partner institution involving the delivery a course or program (wholly or partly) and/or recognition of prior learning.
Executive Dean	The Executive Dean of the faculty administering the award. For course-level details and non-award study, the Executive Dean of the faculty administering the course.

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